

# St Mary & St Michael's Catholic Primary School



## Behaviour Policy

'We are all unique and can reach our full potential in the loving family of St Mary & St Michael's Catholic Primary School. Walking with Jesus, caring for each other, we learn together in the warmth of our school home.'

Agreed by staff: November 2021  
Shared with parents: January 2022

Governors: Autumn 2021  
Review Date: September 2023

## Aims

- to provide a Catholic education for all our pupils and build a community based on Catholic & British values, mutual respect and understanding.
- ensure that good behaviour makes a major contribution in creating a safe and enjoyable environment in which to work, play and grow.
- provide structure and guidance in the school environment to support learning in every sense, regardless of learning or teaching style.
- provide clear expectations of behaviour to prepare each person to become a responsible member of the school family.
- ensure a consistent approach from all members of the school community irrespective of gender, race or beliefs.
- endeavour to gain insight into the cause of behaviour and find a solution.

## Intent

**This document is intended for all members of the school community.** It embodies respect for all, including self.

As a Catholic school, St Mary and St Michael's Catholic Primary School strive for the highest possible standards of behaviour and aim to develop positive behaviour patterns, which will support learning and a sense of faith and community. Our behaviour policy is based on the Gospel values of love, respect and forgiveness and supports our mission statement and therefore the aims of our school.

We recognise the importance of personal, spiritual, social and moral education as a means of promoting the values of mutual respect, self-discipline and social responsibility which are fundamental for good behaviour. Our intent is to provide a secure environment where children are encouraged; where mistakes are seen as opportunities for learning; where differences are respected and embraced; where each individual takes responsibility for their own actions. To foster love, respect, honesty, truth, co-operation, tolerance and kindness. We do this by following our half termly Gospel and British values; Uniqueness, Service, Compassion, Acceptance, Respect & Forgiveness.

Each class will establish their own rules, which reflect our Catholic mission statement and is tailored to the suit the needs of the class. These are to be reinforced at the beginning of each academic year and may be reviewed and revisited termly.

### **School expectations for all:**

**Be respectful** – of opinions, rights and belongings

**Be polite**

**Be truthful**

**Be kind**

**Pupils** will be expected to:

- follow the way Jesus showed us by treating each other with love and respect and when necessary forgiving each other
- follow the school rules displayed in class
- display a positive attitude to learning and complete all class work to the best of their ability
- follow instructions given by all staff
- show respect for others and self by using good manners when speaking to each other
- show respect for the school environment
- wear uniform correctly
- ask staff if you need to leave the classroom or playground area
- report any incidents to staff

**Staff** will be expected to:

- follow the way Jesus showed us by treating each other with love and respect and when necessary forgiving each other
- have high expectations of good behaviour
- clearly display and refer to the 'Class rules' that has been established by everyone at the start of the academic year
- deal with incidents of inappropriate behaviour by following the school sanctions
- support colleagues
- listen, endeavour to gain insight into the cause of behaviour and find a solution
- give children time reflect on their behaviour
- keep a log of behavioural and bullying incidents on CPOMS report

**Parents and guardians** will be expected to:

- work in partnership with staff to ensure good behaviour and actively speak to their child on a regular basis about behaviour in school
- carry out their role as active partners in their child's education
- ensure children arrive in school on time
- support children to come to school correctly equipped and prepared to work
- inform staff of any concerns
- report bullying or discrimination through dojo or speaking to a staff member
- respond to concerns raised by members of staff
- attend parents evening
- treat staff with respect

## **Implement**

### **Positive reward system**

Children who are displaying appropriate behaviour will receive praise, approval and encouragement. Praise can be given in lots of ways, including dojo points, stickers, certificates, dojo message sent home, class rewards, a public word of praise or a visit to the Head. Comments on end of year reports highlight good behaviour as well as academic achievement, community support, and general positive approach.

**Behaviour chart** Each classroom will have a behaviour chart on display. This has 5 sections with the middle section expected behaviour. Each week all children will be moved onto the expected behaviour section of the chart. During the week children can move up or down the chart dependent on their behaviour. If their behaviour is exceptional a child will be able to move up the chart, this could be for; showing behaviour which is outstanding, completing work which they have found extremely challenging, going above and beyond expected. If a child is at the expected level they will be awarded an extra playtime or reward at the end of the week. Early Years and Key Stage 1 will re-set their behaviour chart at the end of each day and have daily rewards.

**Rising Star Award**. Children's good attitude and effort towards work is recognised. Each class teacher will decide, using their professional judgement, who will receive a Rising Star Award. They will receive a certificate that recognises this and be recorded on our celebration wall. They will also have their achievement recognised and celebrated at our weekly Celebration Assembly and names will be displayed on Twitter and our fortnightly newsletter.

**Blue Badge Award**. Certificates for living out our USCARF values (Uniqueness, Service, Compassion, Acceptance, Respect and Forgiveness) are given out at our celebration assembly. They will receive a certificate that recognises this and be recorded on our celebration wall. They will also have their achievement recognised and celebrated at our weekly Celebration Assembly and names will be displayed on Twitter and our fortnightly newsletter.

**Yearly trophy** At the end of the year class teachers will award a trophy for the highest attaining, most improved and USCARF of the year. All children chosen will receive vouchers and Year 6 children will also be awarded a trophy with their name etched on (to be kept in school).

**Attendance Certificates** At the end of the year those children who have an attendance of 97% will receive a certificate.

### **Consequences for inappropriate behaviour.**

It is the responsibility of class teachers to deal with minor incidents (using their professional discretion) which occur in the classroom and the member of staff on duty during playtimes/lunch.

- Eye contact
- Adult disapproval
- Children will be given two verbal reminders with an explanation of the consequences of their behaviour should this continue despite reminders.
- Move to 'thinking time' on behaviour chart. If a child drops below 'blue badge' more than twice in a week the class teacher **may** contact the child's parents to discuss the issue.
- Failure to change behaviour will result in receiving a Yellow card which the child will miss their next playtime with staff member from their class or Key Stage. The report needs to be logged onto CPOMS.
- A yellow card may also be instantly issued, if staff feel that the severity of the situation warrants.
- Yellow cards will not necessary be reported to the parents as these are minor incidents and the consequences are part of our daily sanctions in school and will follow the behaviour management policy.
- If a member of staff who is not a teacher issues a yellow card, that member of staff will inform the class teacher.
- Every child will have a clean slate on return to the classroom. Mistakes are a very important part of the learning curve and as a Catholic school, reconciliation is a sacrament which needs to be understood and accepted.
- Unacceptable behaviour will be discussed with the child at the end of the session so as not to distract the learning or other pupils.
- On receiving a second yellow card the parent/guardian will receive a message on class dojo asking them to contact the school to speak to the class teacher.
- A red card will be issued if inappropriate behaviour persists after two yellow cards.
- A red card may be issued without reminder warnings for serious misdemeanours including physical assault, bullying (see 'Anti-Bullying Policy').
- On receiving a red card, the class teacher or Headteacher will contact the parent/guardian and a meeting arranged to discuss the incident and action to be taken. This will happen in all red card cases.
- Receiving a red card will mean that the child will miss 3 break times and be supervised by the Headteacher. A red card will stand for the term.

## **Seclusions**

If the unacceptable behaviour does not change the child could receive a seclusion. This is when the child will be expected to come to school but be secluded from their class during the day. Work will be set for the children to complete, which is in-line with their peers and they will be supervised in a room away from their class. They will be able to have fresh air during the day and have lunch breaks, however this will again be away from their peers. This could range from 1 to 3 days.

## **Exclusions**

Exclusions will occur following extreme incidents at the discretion of the headteacher. A fixed-term exclusion will be enforced under these conditions;

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

Excluded children are provided with work for the duration of the exclusion.

## **Permanent Exclusions or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where;

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is seriously being hindered
- The pupil will be considered to have Special Educational needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be the last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

In the event of all exclusions, parent/guardian will be informed in writing of the reasons for exclusion and their right of appeal. The school will follow LEA County procedures.

When staff deal with any incident of behaviour they will follow a positive approach and ensure that all incidents are treated fairly and equally. They will ask the following questions to ensure that all parties have been listened to;

- What happened?
- What were you thinking at the time? Since?
- What were you feeling at the time? Since?
- Who has been affected? How?
- What needs to happen to move on/put things right?

### **Support structures for pupils causing concern**

Our school is committed to supporting all of our children. Where specific educational needs have been identified, all staff will support these vulnerable children in fulfilling their potential with reference to the aims of this policy and the mission statement. Placement on the SEN register may support communication and planning to support behaviour.

Children will be allowed time out of the classroom environment, with a member of teaching staff, to talk about their behaviour and gain insight into how good behaviour can be encouraged. Safeguarding policy must be considered and referral to supporting agencies if specific need identified.

All staff endeavour to maintain good relationships with all children, however, it is important to have a firm line of action in case this relationship breaks down. If inappropriate behaviour is consistent, it may be supportive to implement a behaviour chart, these are filled in by the class teacher and sent home every night for parents to comment upon.

In the extremely rare case of a child needing restraining, we follow the guidance of the CSA as outlined in their policy on the use of reasonable force to control or restrain pupils, which are available from the LEA and are contained within school's policy on care and control, which all staff are aware of.

### **Special Education Needs**

For those children who have been identified with Special Educational or Behavioural Needs and are on the School's SEND record will have their own needs met through targets set on their IEP/IBP. Their needs are taken into consideration when applying this policy as they will be on an individual behaviour programme.

### **Assessment and record keeping.**

All staff are to report and record incidents on CPOMS, which will be followed up by the SLT.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are;

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

This policy also links to the following school policies;

Safeguarding Policy

Anti-bullying Policy

Race equality Policy

Special Education Needs Policy

HSRE Policy

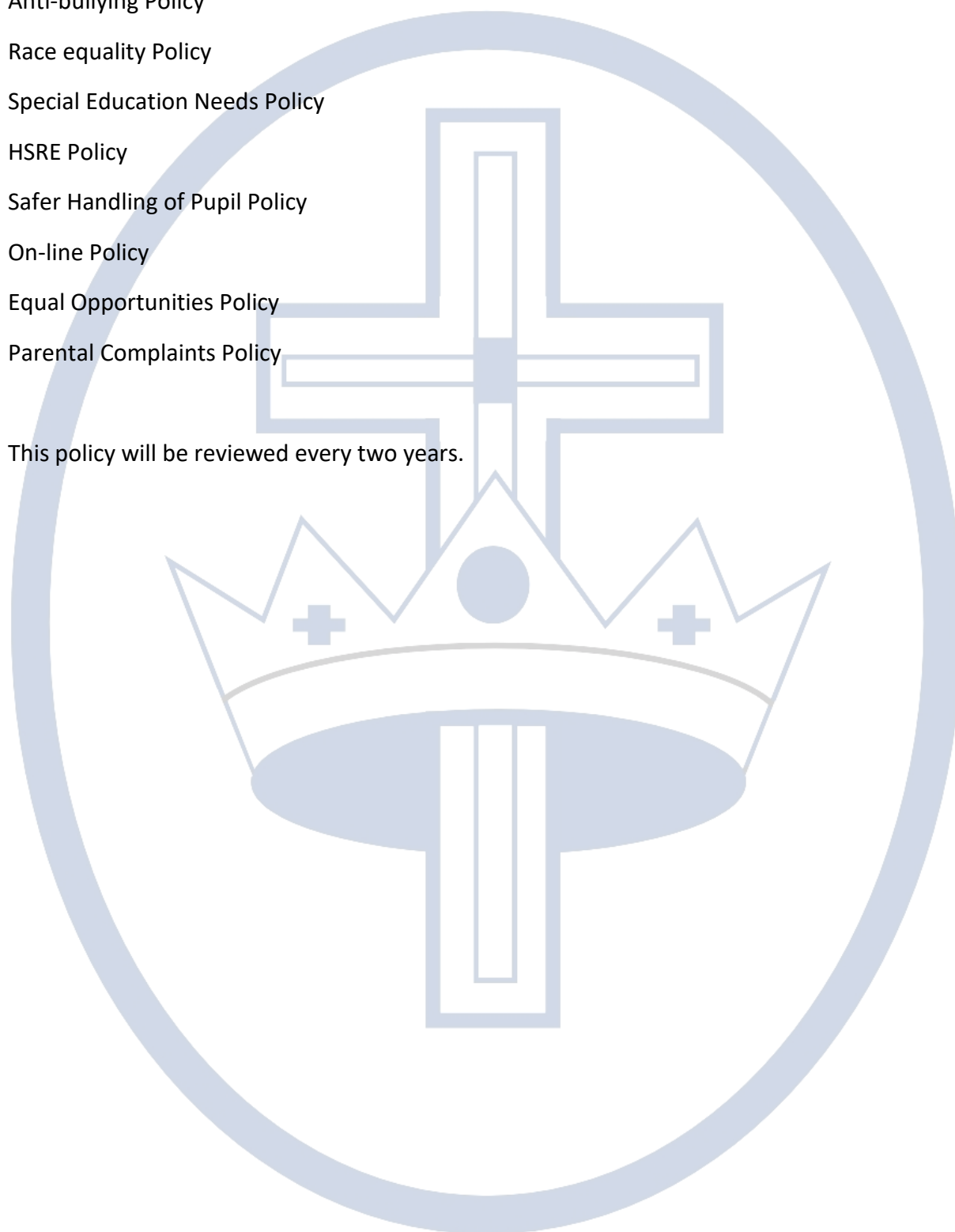
Safer Handling of Pupil Policy

On-line Policy

Equal Opportunities Policy

Parental Complaints Policy

This policy will be reviewed every two years.



## **Appendix**

### **Yellow Card behaviours (minor behaviours)**

Here is a list of some of the behaviours which may warrant receiving a 'Yellow Card'.

- Leaving classroom without permission
- Refusing to follow an adult's instruction
- Dis-respectful behaviour
- Consistent low level behaviours- disrupting learning
- Inappropriate language

### **Red Card behaviours (major behaviour)**

Here is a list of some of the behaviours which may warrant receiving a 'Red Card'.

- Hurting someone on purpose- physical or verbally
- Fighting
- Racial/discriminatory language
- Indecent exposure
- Bullying
- Severe bad behaviour

These lists show some of the behaviours which may be displayed within school, however each incident will be dealt with separately and the behaviour policy will be followed.

## **Behaviour chart**

This is displayed in every classroom with the children's names either on labels or pegs. These can then be moved during the day dependent on the behaviours shown by the children.





